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| **1st Six Weeks** | **Unit Title: Identity**  **Big Idea:** Change/Potential/Imagination/Storytelling  **NCSCoS/Common Core Standard(s): (I Can)**  **6.RL.1 (P):** Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.  **6**.**RL2 (P):** Determine theme or central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.  **6.RL3 (P):** Describe how a particular story’s or drama’s plot unfolds in a series of episodes as well as how the characters respond or change as the plot moves toward a resolution.  **6.RL4 (P):** Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of a specific word choice on meaning and tone.  **6.RI.1 (P):** Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.  **6.RI.2 (P):** Determine two or more central ideas in a text and analyze their development over the course of the text; provide an objective summary of the text.  **6.RI.3 (P):** Analyze in detail how a key individual, event, or idea is introduced, illustrated, and elaborated in a text (e.g., through examples or anecdotes).  **6.RI.4 (P):** Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings.  **6.RI.5 (P):** Analyze how a particular sentence, paragraph, chapter, or section fits into the overall structure of a text and contributes to the development of the ideas.  **6.RI.6 (P**): Determine an author’s point of view or purpose in a text and explain how it is conveyed in a text.  **6.RI.8 (P):** Trace and evaluate the argument and specific claims in a text, distinguishing claims that are supported by reasons and evidence from claims that are not.  **6.L.4a (P):** Use context (e.g., the overall meaning of a sentence or paragraph; a word’s position or function in a sentence) as a clue to the meaning of a word or phrase.  **6.L.5a (P):** Interpret figures of speech (e.g., literary, biblical, and mythological allusions) in context.  **6.RL.6 (S**): Explain how an author develops the point of view of the narrator or speaker in a text.  **6.RL.7 (S):** Compare and contrast a written story, drama, or poem to its audio, filmed, staged, or multimedia version, analyzing the effects of techniques unique to each medium (e.g., lightning, sound, color, or camera focus and angles in a film).  **6.RL.9 (S):** Compare and contrast texts in different forms or genres (e.g., stories and poems, historical novels and fantasy stories) in terms of their approaches to similar themes and topics.  **6.RI.7 (S):** Integrate information presented in different media or formats (e.g., visually, quantatively) as well as in words to develop a coherent understanding of a topic or issue.  **6.RI.9 (S):** Compare and contrast one author’s presentation of events with that of another (e.g., a memoir written by and a biography on the same person).  **6.RI.10 (S):** By the end of the year, read and comprehend literary nonfiction in the grades 6-8 text complexity band proficiently, with scaffolding as needed at the high end of the range.  **6.L.1 (S):** Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.  **6.L.2 (S):** Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.  **6.L.3 (S):** Use knowledge of language and its conventions when writing, speaking, reading, or listening.  **6.L.4b (S):** Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word(e.g., audience, auditory, audible).  **6.L.5b (S):** Use the relationship between particular words (e.g., cause/effect, part/whole, item/category) to better understand each of the words.  **6.L.6 (S):** Acquire and use accurately grade appropriate general academic and domain-specific words and phrases, gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.  **6.W.1 (S):** Write arguments to support claims with clear reasons and relevant evidence.  **6.W.2 (S):** Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.  **6.W.3 a,b, c, d, e (S):** **a.** Engage and orient the reader by establishing a context and point of view and introducing a narrator and/or characters; organize an event sequence that unfolds naturally and logically. **b.** Use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or characters**. c.** Use a variety of transition words, phrases, clauses to convey sequence and signal shifts from one time frame or setting to another. **d.** Use precise words and phrases, relevant descriptive details, and sensory language to capture the action and convey experiences and events. **e.** Provide a conclusion that follows from and reflects on the narrated experiences or events.  **6.W.4 (S):** Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.  **6.W.5 (S):** With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.  **6.W.10 (S):** Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for range of discipline-specific tasks, purposes, and audiences.  **6.SL.1a,b,c,d (S):** **a.** Come to discussions prepared, having read or researched material under study, explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion. **b**. Follow rules for collegial discussions, track progress toward specific goals and deadlines, and define individual roles as needed. **c**. Pose questions that elicit elaboration and respond to others’ questions and comments with relevant observations and ideas that bring the discussion back on topic as needed. **d.** Acknowledge new information expressed by others and, when warranted, modify their own views.  **6.SL.4 (S):** Present claims and findings, sequencing ideas logically and using pertinent descriptions, facts, and details to accentuate main ideas or themes; use appropriate eye contact, adequate volume, and clear pronunciation. | **Essential Questions:**   * How do we define identity? * What are ways that identity is revealed? * Why is it important to have a clear identity? * How are personalities defined? * How can stereotypes affect identity and personality? * How do we decide who we are? * How would you define imagination? * Is it possible to be too imaginative? * How does one determine fact (reality) from fiction (imagination)? * What connection(s) exist between imagination and storytelling? * What is storytelling? * How would you describe the art of storytelling? * How has storytelling impacted cultures from generation to generation? | |
| **Skills:**   * Reading Comprehension * Writing conventions/grammar/usage * Plot * Character Development * Theme * Central Idea/Main Idea * Vocabulary * Supporting details * Word meanings in various contexts * Writing Process * Organization * Predicting * Drawing Conclusions * Textual Analysis * Inferences * Summarizing | **Academic**  Appearance  conscious  custom  diverse  Society  Expectations  Individuality  Personality  Culture  Sacrifice  Perspective  Reality  Diversity Prejudice  Segregation Discrimination  Affluent  Reflect  Trend  Unique  Aspirations  Elusive | **Content**  Setting  Plot  Conflict  Climax  Character  Point of View  Theme  Rising Action  Complications  Exposition  Resolution  ***Story Words***  ***“Eleven”***  Raggedy  Alley  Invisible  Antagonist  Protagonist  **“Adventures of Isabelle”**  Ravenous  Rancor  Satchel  Scurry  zwieback  concoct  cavernous  **“Zlateh the Goat**  Bound  Exuded  Trace  Hanukkah  Astonished  Bleat  Accustomed  Confidence |
| **Instructional Strategies:** Introduce the Unit Big Question, Develop & Discuss Learning Targets, Teach literary elements, Teach elements of informational text, Teach characteristics of the writing process, Teach characteristics of narrative writing, Activating, Organizing, Comprehending, and Summarizing Strategies, Pre, During and After Reading Strategies   * Autobiographical Poem * Hanukkah Info. Texts * Blizzard Info. Texts * Library Storytellers (guest readers) | | |
| **Assessment Tasks:** Formative, Summative, Common, Authentic: ClassScape, Foldables, Essays, Presentations, Graphic Organizers, Art Work, Learning Log, Journals, Poetry Project, One Pager, Marking the Text, Use of Templates, Poetry Cubes, Venn Diagrams, Double Bubbles, | | |
| **Resources**  Constructive Response Notebooks, Reading in Content Area (RICA) literacy strategies, Revised Bloom’s Taxonomy, Multiple Intelligences, NC EOG Testmaker, Ready Books, Crosswalk Coach  <http://www.livebinders.com/play/play/262077>  [www.nc.publicschools.org.ela.commoncore](http://www.nc.publicschools.org.ela.commoncore)  <http://www.facinghistory.org/resources/units/identity-community>  <http://mrspal.org/2010/06/08/who-am-i-identity-portfolio/>  <http://www.scholastic.com/resources/article/preparing-for-middle-school/>  [www.nytimes.com](http://www.nytimes.com)  [www.readwritethink.org](http://www.readwritethink.org)  [www.tv.adobe.com/watch/adobe-youth-voices/identity](http://www.tv.adobe.com/watch/adobe-youth-voices/identity)  [www.vimeo.com/11455186](http://www.vimeo.com/11455186)  [www.teenidentitymag.com](http://www.teenidentitymag.com)  [www.thinkfinity.org](http://www.thinkfinity.org)  [www.edhelper.com](http://www.edhelper.com)  [www.scholastic.com/scope](http://www.scholastic.com/scope)  Teaching Writing Through Differentiated Instruction With Leveled Graphic Organizers by Scholastic (writing resource)  Odd Girl Speaks Out by Rachel Simmons  The Revealers by Doug Wilhelm  What’s Going On Down There by Karen Gravelle  It’s Perfectly Normal by Robbie Harris & Michael Emberley  Middle School: The Real Deal, From Cafeteria Food to Combination Locks by Juliana Farrell & Beth Mayall  Totally Joe & The Misfits by James Howe  Health-related articles….obesity, affects of smoking, diabetes, pollution,etc.  Biographies…focus on life experiences that molded his/her life  Poetry about relationships…friendships, families, desirable qualities in people  Al Capone Does My Shirts  The Cay  Touching Spirit Bear  Hatchet  Holes  Who Will Tell My Brother  Kira-Kira  Hana’s Suitcase  ***Suggested Text***  “Eleven” (Literature book)  “Zlateh the Goat”  “The Stone”  “Three Wishes”  “Adventures of Isabelle”  “Jeremiah’s Song”  “Gluskabe and Old Man Winter”  “Mother to Son”  *The True Story of the Three Little Pigs*  *Who Will Tell My Brother* | | |
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| **Second Six Weeks**  **(6 Weeks)** | **Unit Title: Goals/Dreams**  **Big Idea:** Challenges  **NCSCoS/Common Core Standards: (I Can)**  **6.RL.1 (P):** Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.  **6.RL2 (P):** Determine theme or central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.  **6.RL3 (P):** Describe how a particular story’s or drama’s plot unfolds in a series of episodes as well as how the characters respond or change as the plot moves toward a resolution.  **6.RL4 (P):** Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of a specific word choice on meaning and tone.  **6.RI.1 (P):** Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.  **6.RI.2 (P):** Determine two or more central ideas in a text and analyze their development over the course of the text; provide an objective summary of the text.  **6.RI.3 (P):** Analyze in detail how a key individual, event, or idea is introduced, illustrated, and elaborated in a text (e.g., through examples or anecdotes).  **6.RI.4 (P):** Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings.  **6.RI.5 (P):** Analyze how a particular sentence, paragraph, chapter, or section fits into the overall structure of a text and contributes to the development of the ideas.  **6.RI.6 (P):** Determine an author’s point of view or purpose in a text and explain how it is conveyed in a text.  **6.RI.8 (P):** Trace and evaluate the argument and specific claims in a text, distinguishing claims that are supported by reasons and evidence from claims that are not.  **6.L.4a (P):** Use context (e.g., the overall meaning of a sentence or paragraph; a word’s position or function in a sentence) as a clue to the meaning of a word or phrase.  **6.L.**5a (P): Interpret figures of speech (e.g., literary, biblical, and mythological allusions) in context.  **6.RL.6 (S):** Explain how an author develops the point of view of the narrator or speaker in a text.  **6.RL.7 (S):** Compare and contrast a written story, drama, or poem to its audio, filmed, staged, or multimedia version, analyzing the effects of techniques unique to each medium (e.g., lightning, sound, color, or camera focus and angles in a film).  **6.RL.9 (S):** Compare and contrast texts in different forms or genres (e.g., stories and poems, historical novels and fantasy stories) in terms of their approaches to similar themes and topics.  **6.RI.7 (S):** Integrate information presented in different media or formats (e.g., visually, quantatively) as well as in words to develop a coherent understanding of a topic or issue.  **6.RI.9 (S):** Compare and contrast one author’s presentation of events with that of another (e.g., a memoir written by and a biography on the same person).  **6.RI.10 (S):** By the end of the year, read and comprehend literary nonfiction in the grades 6-8 text complexity band proficiently, with scaffolding as needed at the high end of the range.  **6.L.1 (S):** Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.  **6.L.2 (S):** Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.  **6.L.3 (S):** Use knowledge of language and its conventions when writing, speaking, reading, or listening.  **6.L.4b (S):** Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word(e.g., audience, auditory, audible).  **6.L.5b (S):** Use the relationship between particular words (e.g., cause/effect, part/whole, item/category) to better understand each of the words.  **6.L.6 (S):** Acquire and use accurately grade appropriate general academic and domain-specific words and phrases, gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.  **6.W.1 (S):** Write arguments to support claims with clear reasons and relevant evidence.  **6.W.2 (S):** Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.  **6.W.3 a,b, c, d, e (S):** **a.** Engage and orient the reader by establishing a context and point of view and introducing a narrator and/or characters; organize an event sequence that unfolds naturally and logically. **b**. Use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or characters**. c.** Use a variety of transition words, phrases, clauses to convey sequence and signal shifts from one time frame or setting to another. **d.** Use precise words and phrases, relevant descriptive details, and sensory language to capture the action and convey experiences and events**. e.** Provide a conclusion that follows from and reflects on the narrated experiences or events.  **6.W.4 (S):** Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.  **6.W.5 (S):** With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.  **6.W.10 (S):** Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for range of discipline-specific tasks, purposes, and audiences.  **6.SL.1a,b,c,d (S):** **a.** Come to discussions prepared, having read or researched material under study, explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion. **b**. Follow rules for collegial discussions, track progress toward specific goals and deadlines, and define individual roles as needed. **c.** Pose questions that elicit elaboration and respond to others’ questions and comments with relevant observations and ideas that bring the discussion back on topic as needed. **d.** Acknowledge new information expressed by others and, when warranted, modify their own views.  **6.SL.4 (S):** Present claims and findings, sequencing ideas logically and using pertinent descriptions, facts, and details to accentuate main ideas or themes; use appropriate eye contact, adequate volume, and clear pronunciation. | **Essential Questions:**   * How would you define a “goal” or a “dream”? * How are aspirations and expectations connected to goals and dreams? * To what extent does culture/society shape an individual’s understanding of dreams? * Why do goals/dreams seem to be elusive for so many people? * How are goals and dreams perceived in life and in literature? * What are some potential challenges people face when pursuing their goals and dreams? * How can challenges make you a better person? | |
| **Skills:**   * Literary Elements * Textual Analysis * Reading Comprehension * Central/Main Ideas * Summarizing * Textual Evidence * Inferences * Oral Presentations * Comparison and Contrast * Exposure to Various Literary Genres * Multiple Meaning Words * Vocabulary Within the Context | **Academic**  Dream Mission  Goal Objective  Aspiration Self-gratitude  Destination  Target Conflict  Self-esteem  Success  Anecdote  Achievement  Intent  Direction  Influence  Strategy | **Content**  Failure  Fulfillment  Endurance  Perseverance  Determination  Ambition  **Story Vocabulary**  “**Dream Within…”**  Deem  Amid  Clasp  “**Southpaw”**  Former  Unreasonable  **“Becky ….”**  Menace  Reckless  Envy  Broad  Veranda  Interfere  **“Summer…”**  seized  suspended  revelation  **“Jackie Robinson…”**  integrate  petition  retaliated  **“Letter…”**  regret  hearing  misery  composed  **“A Dream Deferred”**  deferred  fester  **“Small Bird…”**  courage  judgment  integrity  kindness  perseverance  respect  responsibility  self-discipline |
| **Assessment Tasks:** Formative, Summative, Common, Authentic, ClassScape, Foldables, Essays, Presentations, Graphic Organizers, Art Work, Learning Log, Journals, Poetry Project, One Pager, Marking the Text, Use of Templates, Poetry Cubes, Venn Diagrams, Double Bubbles, | | |
| **Instructional Strategies:** Introduce the Unit Big Question, Develop & Discuss Learning Targets, Teach literary elements, Teach elements of informational text, Teach characteristics of the writing process, Teach characteristics of narrative writing, Activating, Organizing, Comprehending, and Summarizing Strategies, Pre, During and After Reading Strategies   * Compare students to speaker of “Life Doesn’t Frighten Me at All” * Dialect Analyzation * Anticipation guide: boys versus girls * Debate: Is there a place for females in all things? Males? | | |
| **Resources:** Constructive Response Notebooks, Reading in Content Area (RICA) literacy strategies, Revised Bloom’s Taxonomy, Multiple Intelligences, NC EOG Testmaker, Ready Books, Crosswalk Coach  <http://www.goodcharacter.com/BCBC/Goals.html>  <http://www.youtube.com/watch?v=2gtp1Ya1rQo>  <http://rockhall.com/education/resources/lesson-plans/sti-lesson-12/>  <http://www.naviance.com/assets/articles/CCR_Overview.pdf>  [www.thinkfinity.org](http://www.thinkfinity.org)  [www.edhelper.com](http://www.edhelper.com)  [www.ncpublicschools.org](http://www.ncpublicschools.org)  <http://schools.springisd.org/default.aspx?name=WeBeatTheStreet>  <http://sharondraper.com/homework-bookdetail-guides.asp?id=15>  <http://beyondthepalebooks.net/2013/04/22/suggested-teaching-resources-for-pam-munoz-ryans-esperanza-rising/>  Teaching Writing Through Differentiated Instruction With Leveled Graphic Organizers by Scholastic (writing resource)  CD: Connections: Nonfiction for Common Core by Holt,McDougal (see instructional coaches)  Wolf Rider by Avi  Squashed by Joan Bauer  The Sisterhood of the Traveling Pants by Ann Brashares  Things Things Not Seen by Andrew Ckements  The Princess Diaries by Meg Cabot  Absolutely Normal Chaos by Sharon Creech  Where the Red Fern Grows by Wilson Rawls  ***Suggested Texts***  “Southpaw”  “Sound of Summer Running”  “Dream Within a Dream”  “Jackie Robinson: Justice at Last”  “Letters from a Concentration Camp”  “A Dream Deferred”  “Becky and the Wheels and Break Boys”  “What Can a Small Bird Be?”  *We Beat the Street*  *Zlata’s Diary*  *Esperanza Rising* | | |

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| **Third Six Weeks**  **(6 Weeks)** | **Unit Title: Accepting Responsibility**  **Big Idea:** Determining Strengths/Weaknesses  **NCSCoS/Common Core Standards: (I Can)**  **6.RL.1 (P):** Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.  **6.RL2 (P):** Determine theme or central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.  **6.RL3 (P):** Describe how a particular story’s or drama’s plot unfolds in a series of episodes as well as how the characters respond or change as the plot moves toward a resolution.  **6.RL4 (P):** Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of a specific word choice on meaning and tone.  **6.RI.1 (P):** Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.  **6.RI.2 (P):** Determine two or more central ideas in a text and analyze their development over the course of the text; provide an objective summary of the text.  **6.RI.3 (P):** Analyze in detail how a key individual, event, or idea is introduced, illustrated, and elaborated in a text (e.g., through examples or anecdotes).  **6.RI.4 (P):** Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings.  **6.RI.5 (P):** Analyze how a particular sentence, paragraph, chapter, or section fits into the overall structure of a text and contributes to the development of the ideas.  **6.RI.6 (P):** Determine an author’s point of view or purpose in a text and explain how it is conveyed in a text.  **6.RI.8 (P):** Trace and evaluate the argument and specific claims in a text, distinguishing claims that are supported by reasons and evidence from claims that are not.  **6.L.4a (P):** Use context (e.g., the overall meaning of a sentence or paragraph; a word’s position or function in a sentence) as a clue to the meaning of a word or phrase.  **6.L.5a (P):** Interpret figures of speech (e.g., literary, biblical, and mythological allusions) in context.  **6.RL.6 (S):** Explain how an author develops the point of view of the narrator or speaker in a text.  **6.RL.7 (S):** Compare and contrast a written story, drama, or poem to its audio, filmed, staged, or multimedia version, analyzing the effects of techniques unique to each medium (e.g., lightning, sound, color, or camera focus and angles in a film).  **6.RL.9 (S):** Compare and contrast texts in different forms or genres (e.g., stories and poems, historical novels and fantasy stories) in terms of their approaches to similar themes and topics.  **6.RI.7 (S):** Integrate information presented in different media or formats (e.g., visually, quantatively) as well as in words to develop a coherent understanding of a topic or issue.  **6.RI.9 (S):** Compare and contrast one author’s presentation of events with that of another (e.g., a memoir written by and a biography on the same person).  **6.RI.10 (S):** By the end of the year, read and comprehend literary nonfiction in the grades 6-8 text complexity band proficiently, with scaffolding as needed at the high end of the range.  **6.L.1 (S):** Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.  **6.L.2 (S):** Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.  **6.L.3 (S):** Use knowledge of language and its conventions when writing, speaking, reading, or listening.  **6.L.4b (S):** Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word(e.g., audience, auditory, audible).  **6.L.5b (S):** Use the relationship between particular words (e.g., cause/effect, part/whole, item/category) to better understand each of the words.  **6.L.6 (S):** Acquire and use accurately grade appropriate general academic and domain-specific words and phrases, gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.  **6.W.1 (S):** Write arguments to support claims with clear reasons and relevant evidence.  **6.W.2 (S):** Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.  **6.W.3 a,b, c, d, e (S):** **a**. Engage and orient the reader by establishing a context and point of view and introducing a narrator and/or characters; organize an event sequence that unfolds naturally and logically**. b.** Use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or characters**. c.** Use a variety of transition words, phrases, clauses to convey sequence and signal shifts from one time frame or setting to another**. d.** Use precise words and phrases, relevant descriptive details, and sensory language to capture the action and convey experiences and events. **e.** Provide a conclusion that follows from and reflects on the narrated experiences or events.  **6.W.4 (S):** Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.  **6.W.5 (S):** With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.  **6.W.10 (S):** Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for range of discipline-specific tasks, purposes, and audiences.  **6.SL.1a,b,c,d (S):** **a.** Come to discussions prepared, having read or researched material under study, explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion**. b.** Follow rules for collegial discussions, track progress toward specific goals and deadlines, and define individual roles as needed. **c.** Pose questions that elicit elaboration and respond to others’ questions and comments with relevant observations and ideas that bring the discussion back on topic as needed. **d.** Acknowledge new information expressed by others and, when warranted, modify their own views.  **6.SL.4 (S):** Present claims and findings, sequencing ideas logically and using pertinent descriptions, facts, and details to accentuate main ideas or themes; use appropriate eye contact, adequate volume, and clear pronunciation. | **Essential Questions:**     * How would you define responsibility?    Why is it important to know our strengths and  weaknesses as people and as learners?   * Why do we use excuses? * When you use a responsible statement, who is in control? * Tell about a time that you made an excuse to avoid a negative consequence. What happened? * Is it easier to make excuses a responsible statement? Why? * Is it better to take responsibility and accept consequences or make an excuse to avoid consequences? Why? * How can accepting responsibility help improve your schoolwork or your relationship with your friend? | |
| **Skills:**   * Central Idea/Main Idea * Reading Comprehension * Textual Analysis * Supporting Details * Summaries * Evidence * Exposure to Various Literary Genres * Text Structure * Multimedia Components * Oral/Written Presentations * Figurative meaning * Technical meaning * Connotative meaning * Context * Author’s purpose * Author’s point of view | **Academic Vocabulary**   * Blame * Assumptions * Excuses * Denial * Reward * Appeal * Society * Achievement * Dialect | **Content Vocabulary**   * Stereotype * Responsibility * Strengths * Weaknesses * Praise * Prejudice * Discrimination * Scapegoating   **Story Vocabulary**  **“Tail”**  Gnawing  Mauled  Spasm  Annual  Smithereens  Monstrous  Sprawled    **“Dragon, Dragon”**  Ravaged  Reflecting  cobbler  Craned  Plagued  Tyrant  Convenient  Lunged  Flabbergasted  **“Thank You Ma’am”**  snatch  rattle  stoop  grip  drag  frail  jerk  suede  frown  presentable  **“Aaron’s Gift”**  frenzied  thrashing  stoop  mascot  assassinated  temporarily  pleaded  coaxed  console  hesitated |
| **Assessment Tasks:** Formative, Summative, Common, Authentic, ClassScape, Foldables, Essays, Presentations, Graphic Organizers, Art Work, Learning Log, Journals, Poetry Project, One Pager, Marking the Text, Use of Templates, Poetry Cubes, Venn Diagrams, Double Bubbles | | |
| **Instructional Strategies:** Introduce the Unit Big Question, Develop & Discuss Learning Targets, Teach literary elements, Teach elements of informational text, Teach characteristics of the writing process, Teach characteristics of narrative writing, Activating, Organizing, Comprehending, and Summarizing Strategies, Pre, During and After Reading Strategies   * “Tail” Research babysitting: Create informational brochure about responsibility * Character Traits Development Sheets * Rewrite “Dragon, Dragon” from another point of view (Shades sheet) * Point of View Postcards * Point of View Comic Strips | | |
| **Resources:** Constructive Response Notebooks, Reading in Content Area (RICA) literacy strategies, Revised Bloom’s Taxonomy, Multiple Intelligences, NC EOG Testmaker, Ready Books, Crosswalk Coach  <http://www.goodcharacter.com/BCBC/Goals.html>  <http://www.youtube.com/watch?v=2gtp1Ya1rQo>  <http://rockhall.com/education/resources/lesson-plans/sti-lesson-12/>  <http://www.naviance.com/assets/articles/CCR_Overview.pdf>  [www.thinkfinity.org](http://www.thinkfinity.org)  [www.edhelper.com](http://www.edhelper.com)  [www.ncpublicschools.org](http://www.ncpublicschools.org)  [www.animal.org](http://www.animal.org)  <http://www.galeschools.com/pdf/guides/Holes.pdf>  <http://docs.plea.org/pdf/Touching%20Spirit%20Bear%20Online.pdf>  <http://www.sd74.bc.ca/abed/Touching%20Spirit%20Bear.pdf>  <http://www.beaconhillacademy.org/lessons/thank-you-ma-am-lesson-plan.html>  Teaching Writing Through Differentiated Instruction With Leveled Graphic Organizers by Scholastic (writing resource)  CD: Connections: Nonfiction for Common Core by Holt,McDougal (see instructional coaches)  Diary of a Wimpy Kid by Jeff Kinney  Drums, Girls & Dangerous Pie by Jordan Sonnenblick  Taking Sides by Gary Soto  So B. it by Sarah Weeks  ***Suggested Texts***  “The Tail”  “Aaron’s Gift”  “Dragon, Dragon”  Where the Red Fern Grows  “Thank You, Ma’am” (<http://www.cambridgejapan.org/eltprodpdf/9780521003513_excerpt.pdf>)  “Poland” (Pg. 226)  *Holes*  *Touching Spirit Bear* | | |
| **Fourth Six Weeks**  **(6 Weeks)** | **Unit Title: Equality/Inequality**  **Big Idea:** Historical Impact  **NCSCoS/Common Core Standards:**  **6.RL.1 (P):** Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.  **6.RL2 (P):** Determine theme or central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.  **6.RL3 (P):** Describe how a particular story’s or drama’s plot unfolds in a series of episodes as well as how the characters respond or change as the plot moves toward a resolution.  **6.RL4 (P):** Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of a specific word choice on meaning and tone.  **6.RI.1 (P):** Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.  **6.RI.2 (P):** Determine two or more central ideas in a text and analyze their development over the course of the text; provide an objective summary of the text.  **6.RI.3 (P):** Analyze in detail how a key individual, event, or idea is introduced, illustrated, and elaborated in a text (e.g., through examples or anecdotes).  **6.RI.4 (P):** Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings.  **6.RI.5 (P):** Analyze how a particular sentence, paragraph, chapter, or section fits into the overall structure of a text and contributes to the development of the ideas.  **6.RI.6 (P):** Determine an author’s point of view or purpose in a text and explain how it is conveyed in a text.  **6.RI.8 (P):** Trace and evaluate the argument and specific claims in a text, distinguishing claims that are supported by reasons and evidence from claims that are not.  **6.L.4a (P):** Use context (e.g., the overall meaning of a sentence or paragraph; a word’s position or function in a sentence) as a clue to the meaning of a word or phrase.  **6.L.5a (P):** Interpret figures of speech (e.g., literary, biblical, and mythological allusions) in context.  **6.RL.6 (S):** Explain how an author develops the point of view of the narrator or speaker in a text.  **6.RL.7 (S):** Compare and contrast a written story, drama, or poem to its audio, filmed, staged, or multimedia version, analyzing the effects of techniques unique to each medium (e.g., lightning, sound, color, or camera focus and angles in a film).  **6.RL.9 (S):** Compare and contrast texts in different forms or genres (e.g., stories and poems, historical novels and fantasy stories) in terms of their approaches to similar themes and topics.  **6.RI.7 (S):** Integrate information presented in different media or formats (e.g., visually, quantatively) as well as in words to develop a coherent understanding of a topic or issue.  **6.RI.9 (S):** Compare and contrast one author’s presentation of events with that of another (e.g., a memoir written by and a biography on the same person).  **6.RI.10 (S):** By the end of the year, read and comprehend literary nonfiction in the grades 6-8 text complexity band proficiently, with scaffolding as needed at the high end of the range.  **6.L.1 (S):** Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.  **6.L.2 (S):** Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.  **6.L.3 (S):** Use knowledge of language and its conventions when writing, speaking, reading, or listening.  **6.L.4b (S):** Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word(e.g., audience, auditory, audible).  **6.L.5b (S):** Use the relationship between particular words (e.g., cause/effect, part/whole, item/category) to better understand each of the words.  **6.L.6 (S):** Acquire and use accurately grade appropriate general academic and domain-specific words and phrases, gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.  **6.W.1 (S):** Write arguments to support claims with clear reasons and relevant evidence.  **6.W.2 (S):** Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.  **6.W.3 a,b, c, d, e (S): a.** Engage and orient the reader by establishing a context and point of view and introducing a narrator and/or characters; organize an event sequence that unfolds naturally and logically. **b**. Use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or characters. **c.** Use a variety of transition words, phrases, clauses to convey sequence and signal shifts from one time frame or setting to another. **d.** Use precise words and phrases, relevant descriptive details, and sensory language to capture the action and convey experiences and events. **e.** Provide a conclusion that follows from and reflects on the narrated experiences or events.  **6.W.4 (S):** Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.  **6.W.5 (S):** With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.  **6.W.10 (S):** Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for range of discipline-specific tasks, purposes, and audiences.  **6.SL.1a,b,c,d (S):** **a**. Come to discussions prepared, having read or researched material under study, explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion. **b.** Follow rules for collegial discussions, track progress toward specific goals and deadlines, and define individual roles as needed. **c.** Pose questions that elicit elaboration and respond to others’ questions and comments with relevant observations and ideas that bring the discussion back on topic as needed. **d.** Acknowledge new information expressed by others and, when warranted, modify their own views.  **6.SL.4 (S):** Present claims and findings, sequencing ideas logically and using pertinent descriptions, facts, and details to accentuate main ideas or themes; use appropriate eye contact, adequate volume, and clear pronunciation. | **Essential Questions:**     * How would you define equality and inequality? * What is the historical impact on literature? * How do we create an equitable community? * Does equality/inequality have a historical impact on history? * Why is the study of inequality important and how has it impacted our personal opinions? * Do we need words to communicate well? * What can you learn about yourself by reading and studying poetry? * How is poetry similar to and different from other sorts of written language? * How does the study of poetry give us insight into the emotions of the poet? | |
| **Skills:**   * Reading Comprehension * Textual Analysis * Central Idea/Main Idea * Theme * Summary * Personal Opinions and Judgments * Various Literary Genres * Literary Elements: theme, setting, plot * Inferences * Transition Words, Phrases, Clauses, Signal Words * Figurative Language * Connotative meaning * Oral Presentations * Vocabulary Within the Context * Context Clues * Greek & Latin Roots * Marking up the text * Mood and tone * Poetry * Compare and Contrast | **Academic**  Equality  Contract  Differences  Diversity  Community  Civil Rights  Gender  Stereotype  Culture  Discrimination  Gender Roles  Gender Inequality  Sex and Gender  Reproductive Rights  Sexual Rights  Gender Analysis  Gender Mainstreaming  Communicate  Correspond  Quote  Reveal  Symbolize  Visual | **Content Vocabulary**  Connotative  Figurative  Simile  Figurative  Metaphor  Personification  Tone  Mood  Stanza  Theme  Setting  Plot  **Story Vocabulary**  “**Jackie Robinson”**  Integrate  Petition  Retaliated  Sensitivity  Determined  **“A Backwoods Boy”**  regarded  intrigued  treacherous  **“Letter…”**  regret  hearing |
| **Assessment Tasks:** Foldables, Venn Diagrams, Essays, Quick-writes, Presentations, Respond to an Editorial, Graphic Organizers, Socratic-Seminars, Learning Logs, Journals, Generate Questions for Games, Philosophical Chairs, Marking the Text, Templates from Critical Reading (AVID), GIST, StoryBoard, Cause & Effect Graphic Organizer, Write a Summary, Art Work | | |
| **Instructional Strategies:** Introduce the Unit Big Question, Develop & Discuss Learning Targets, Teach literary elements, Teach elements of informational text, Teach characteristics of the writing process, Teach characteristics of narrative writing, Activating, Organizing, Comprehending, and Summarizing Strategies, Pre, During and After Reading Strategies   * Research animal informational sources (macaw, aardvark, cockatoo, tiger, zebra, lion)   + Write persuasive text on why and how to save endangered animals * Baby animal name analogies | | |
| **Resources:** Constructive Response Notebooks, Reading in Content Area (RICA) literacy strategies, Revised Bloom’s Taxonomy, Multiple Intelligences, NC EOG Testmaker, Ready Books, Crosswalk Coach  [www.edhelper.com](http://www.edhelper.com)  [www.ncpublicschools.org](http://www.ncpublicschools.org)  [www.scholastic.com/scope](http://www.scholastic.com/scope)  [**www.grandtimes.com/rosa/html**](http://www.grandtimes.com/rosa/html)  [**www.scholastic.com/storyworks**](http://www.scholastic.com/storyworks)  [**www.biography.com**](http://www.biography.com)  [www.famouspoetsandpoems.com/poets\_african\_american.html](http://www.famouspoetsandpoems.com/poets_african_american.html)  [www.firststage.org/media.pdf/WatsonsEG.pdf](http://www.firststage.org/media.pdf/WatsonsEG.pdf)  https://www.pearsonschoolsandfecolleges.co.uk/Secondary/Drama/14-16/NewWindmillsFiction/Resources/K-O/LoveThatDog.pdf  http://www.sharoncreech.com/pdfs/LoveDogHateCat\_TG.pdf  Teaching Writing Through Differentiated Instruction With Leveled Graphic Organizers by Scholastic (writing resource)  Rosa Parks, The Woman Who Changed a Nation, by Kira Albin  “Standing Up by Sitting Down, The True Story of the Greensboro Sit-Ins  Pink and Say by Patricia Palocco  “I Hear America Singing” by Walt Whitman  The True Story of Ruby Bridges by Robert Coles  I Have a Dream by Dr. Martin Luther King, Jr.  Watsons Go to Brimingham--1963 by Christopher Paul Curtis  The Disability Rights Movement by Deborah Kent  Number the Stars  Daniel’s Story  Hana’s Suitcase (non-fiction)  Four Perfect Pebbles (non-fiction)  ***Suggested Texts***  “A Backwoods Boy”  “Jackie Robinson: Justice at Last”  “Letter From a Concentration Camp”  Watsons go to Birmingham—1963 by Christopher Paul Curtis  “Life Doesn’t Frighten Me at All”  Various poems by African Americans  *Love that Dog* | | |

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| **Fifth Six Weeks**  **(6 Weeks)** | **Unit Title: Heroes/Villains**  Big Idea: Good Versus Evil  **NCSCoS/Common Core Standards: (I Can)**  **6.RL.1 (P):** Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.  **6.RL2 (P):** Determine theme or central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.  **6.RL3 (P):** Describe how a particular story’s or drama’s plot unfolds in a series of episodes as well as how the characters respond or change as the plot moves toward a resolution.  **6.RL4 (P):** Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of a specific word choice on meaning and tone.  **6.RI.1 (P):** Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.  **6.RI.2 (P):** Determine two or more central ideas in a text and analyze their development over the course of the text; provide an objective summary of the text.  **6.RI.3 (P):** Analyze in detail how a key individual, event, or idea is introduced, illustrated, and elaborated in a text (e.g., through examples or anecdotes).  **6.RI.4 (P):** Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings.  **6.RI.5 (P):** Analyze how a particular sentence, paragraph, chapter, or section fits into the overall structure of a text and contributes to the development of the ideas.  **6.RI.6 (P):** Determine an author’s point of view or purpose in a text and explain how it is conveyed in a text.  **6.RI.8 (P):** Trace and evaluate the argument and specific claims in a text, distinguishing claims that are supported by reasons and evidence from claims that are not.  **6.L.4a (P):** Use context (e.g., the overall meaning of a sentence or paragraph; a word’s position or function in a sentence) as a clue to the meaning of a word or phrase.  **6.L.5a (P):** Interpret figures of speech (e.g., literary, biblical, and mythological allusions) in context.  **6.RL.6 (S):** Explain how an author develops the point of view of the narrator or speaker in a text.  **6.RL.7 (S):** Compare and contrast a written story, drama, or poem to its audio, filmed, staged, or multimedia version, analyzing the effects of techniques unique to each medium (e.g., lightning, sound, color, or camera focus and angles in a film).  **6.RL.9 (S):** Compare and contrast texts in different forms or genres (e.g., stories and poems, historical novels and fantasy stories) in terms of their approaches to similar themes and topics.  **6.RI.7 (S):** Integrate information presented in different media or formats (e.g., visually, quantatively) as well as in words to develop a coherent understanding of a topic or issue.  **6.RI.9 (S):** Compare and contrast one author’s presentation of events with that of another (e.g., a memoir written by and a biography on the same person).  **6.RI.10 (S):** By the end of the year, read and comprehend literary nonfiction in the grades 6-8 text complexity band proficiently, with scaffolding as needed at the high end of the range.  **6.L.1 (S):** Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.  **6.L.2 (S):** Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.  **6.L.3 (S):** Use knowledge of language and its conventions when writing, speaking, reading, or listening.  **6.L.4b (S):** Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word(e.g., audience, auditory, audible).  **6.L.5b (S):** Use the relationship between particular words (e.g., cause/effect, part/whole, item/category) to better understand each of the words.  **6.L.6 (S):** Acquire and use accurately grade appropriate general academic and domain-specific words and phrases, gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.  **6.W.1 (S):** Write arguments to support claims with clear reasons and relevant evidence.  **6.W.2 (S):** Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.  **6.W.3 a,b, c, d, e (S):** **a.** Engage and orient the reader by establishing a context and point of view and introducing a narrator and/or characters; organize an event sequence that unfolds naturally and logically. **b.** Use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or characters. **c**. Use a variety of transition words, phrases, clauses to convey sequence and signal shifts from one time frame or setting to another. **d**. Use precise words and phrases, relevant descriptive details, and sensory language to capture the action and convey experiences and events. **e.** Provide a conclusion that follows from and reflects on the narrated experiences or events.  **6.W.4 (S):** Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.  **6.W.5 (S):** With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.  **6.W.10 (S):** Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for range of discipline-specific tasks, purposes, and audiences.  **6.SL.1a,b,c,d (S):** **a.** Come to discussions prepared, having read or researched material under study, explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion. **b.** Follow rules for collegial discussions, track progress toward specific goals and deadlines, and define individual roles as needed. **c.** Pose questions that elicit elaboration and respond to others’ questions and comments with relevant observations and ideas that bring the discussion back on topic as needed**. d.** Acknowledge new information expressed by others and, when warranted, modify their own views.  **6.SL.4 (S):** Present claims and findings, sequencing ideas logically and using pertinent descriptions, facts, and details to accentuate main ideas or themes; use appropriate eye contact, adequate volume, and clear pronunciation. | **Essential Questions:**     * How would you characterize a hero from a villain? * How would you compare and contrast good and evil? * What are the characteristics of heroes and villains in historical stories? * How does an author’s point of view shape the way a historical character is represented? * How do language, images, music and other elements shape the construction of a media message regarding good and evil; heroes and villains? * Must stories have morals, heroes, and villains? * Is human nature inherently good or evil? * How does the acquisition of power affect people’s basic personality, and how can the powerless protect themselves from evil leaders? * In more personal relationships, how can stress and strain lead to people acting with “goodness” or “evilness” towards each other? * What does folklore teach us about different cultures? * How are culture and tradition conveyed through folklore? | |
| Skills:   * Reading Comprehension * Textual Evidence * Supporting Details * Inferences * Drawing Conclusions * Literary Elements: theme, setting, plot * Text Structure * Arguments/Claims * Critical Reasoning * Research Projects * Inquiry-based Learning * Speeches * Grammar Techniques/Mechanics * Conventions * Style and Tone * Vocabulary/ Reference materials * Figurative Language * Analogies * Connotations * Denotations * Compare/Contrast | Academic  Hero  Villain  Role-model Enlightened  Self-Interest  Positive  Negative  Customs  Fantasy  Dialect | Content Vocabulary  Oral tradition  Folk Tales  Fables  Myths  Legends  Biography  Autobiography  Irony  **Story Vocabulary**  **“Walrus and the Carpenter”**  beseech  dismal  sulkily  sympathize  **“The Tiger who would …”**  Prowled  Repulse  Monarch  Surveyed  **“King of Mazy May”**  endured  liable  declined  pursuers  abruptly  summit  \*Choose novel! |
| Assessment Tasks: Foldables, Brochures, Newsletters, Websites, Essays, Autobiographical Sketches, Presentations, Anecdotes, graphic organizers, RAFT, Socratic Seminars, GIST statement (20 word summary), Learning Log, Philosophical Chairs, Marking the Text (AVID), Journals, Templates (AVID), Art Work, Charting the Text (AVID), Speech Writing | | |
| **Instructional Strategies:** Introduce the Unit Big Question, Develop & Discuss Learning Targets, Teach literary elements, Teach elements of informational text, Teach characteristics of the writing process, Teach characteristics of narrative writing, Activating, Organizing, Comprehending, and Summarizing Strategies, Pre, During and After Reading Strategies   * Research: Civil Rights Movement, Baseball history/teams, WWII * Create an award for Jackie Robinson (character trait based) | | |
| **Resources:** Constructive Response Notebooks, Reading in Content Area (RICA) literacy strategies, Revised Bloom’s Taxonomy, Multiple Intelligences, NC EOG Testmaker, Ready Books, Crosswalk Coach  [www.thinkfinity.org](http://www.thinkfinity.org)  [www.edhelper.com](http://www.edhelper.com)  [www.ncpublicschools.org](http://www.ncpublicschools.org)  [www.educationworld.com/a\_lesson/lesson/lessons218.shtml](http://www.educationworld.com/a_lesson/lesson/lessons218.shtml)  [www.reta.nmsu.edu/lessons/hero/heroes/pdf](http://www.reta.nmsu.edu/lessons/hero/heroes/pdf)  [www.readwritethink.org/classroom-resources/lesson-plans/tracking-ways-writers-develop-1127.html](http://www.readwritethink.org/classroom-resources/lesson-plans/tracking-ways-writers-develop-1127.html)  [www.americanfolklore.net](http://www.americanfolklore.net)  <http://demos.pixelenvy.us/RickRiordan/?page_id=764>  <https://highered.mcgraw-hill.com/sites/0078796318/student_view0/unit1/selection12/>  <https://sites.google.com/site/mccormack7abc/the-people-could-fly-reading-questions> (constructed responses)  Teaching Writing Through Differentiated Instruction With Leveled Graphic Organizers by Scholastic (writing resource)  Stargirl by Jerry Spinelli  The Giver by Lois Lowry  The Hunger Games by Suzanne Collins  Holes by Louis Sachar  The Outsiders by S.E. Hinton  A Wrinkle in Time by Madeleine L’Engle  ***Suggested Texts***  “King of Mazy May”  “Tiger Who Would be King”  “Catina Washington”  *The People Could Fly*  “The Walrus and the Carpenter”  15 minute *Romeo and Juliet (www.folger.edu/documents/15M%20R&J.pdf)*  Various Myths and Folklore in Literature book  *Lightning Thief* | | |

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| **Sixth Six Weeks**  **6 Weeks** | **Unit Title: Journey to Freedom**  **Big Idea:** Global Implications  **NCSCoS/Common Core Standards: (I Can)**  **6.RL.1 (P):** Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.  **6.RL2 (P):** Determine theme or central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.  **6.RL3 (P):** Describe how a particular story’s or drama’s plot unfolds in a series of episodes as well as how the characters respond or change as the plot moves toward a resolution.  **6.RL4 (P):** Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of a specific word choice on meaning and tone.  **6.RI.1 (P):** Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.  **6.RI.2 (P):** Determine two or more central ideas in a text and analyze their development over the course of the text; provide an objective summary of the text.  **6.RI.3 (P):** Analyze in detail how a key individual, event, or idea is introduced, illustrated, and elaborated in a text (e.g., through examples or anecdotes).  **6.RI.4 (P):** Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings.  **6.RI.5 (P):** Analyze how a particular sentence, paragraph, chapter, or section fits into the overall structure of a text and contributes to the development of the ideas.  **6.RI.6 (P):** Determine an author’s point of view or purpose in a text and explain how it is conveyed in a text.  **6.RI.8 (P):** Trace and evaluate the argument and specific claims in a text, distinguishing claims that are supported by reasons and evidence from claims that are not.  **6.L.4a (P):** Use context (e.g., the overall meaning of a sentence or paragraph; a word’s position or function in a sentence) as a clue to the meaning of a word or phrase.  **6.L.5a (P):** Interpret figures of speech (e.g., literary, biblical, and mythological allusions) in context.  **6.RL.6 (S):** Explain how an author develops the point of view of the narrator or speaker in a text.  **6.RL.7 (S):** Compare and contrast a written story, drama, or poem to its audio, filmed, staged, or multimedia version, analyzing the effects of techniques unique to each medium (e.g., lightning, sound, color, or camera focus and angles in a film).  **6.RL.9 (S):** Compare and contrast texts in different forms or genres (e.g., stories and poems, historical novels and fantasy stories) in terms of their approaches to similar themes and topics.  **6.RI.7 (S):** Integrate information presented in different media or formats (e.g., visually, quantatively) as well as in words to develop a coherent understanding of a topic or issue.  **6.RI.9 (S):** Compare and contrast one author’s presentation of events with that of another (e.g., a memoir written by and a biography on the same person).  **6.RI.10 (S):** By the end of the year, read and comprehend literary nonfiction in the grades 6-8 text complexity band proficiently, with scaffolding as needed at the high end of the range.  **6.L.1 (S):** Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.  **6.L.2 (S):** Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.  **6.L.3 (S):** Use knowledge of language and its conventions when writing, speaking, reading, or listening.  **6.L.4b (S):** Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word(e.g., audience, auditory, audible).  **6.L.5b (S):** Use the relationship between particular words (e.g., cause/effect, part/whole, item/category) to better understand each of the words.  **6.L.6 (S):** Acquire and use accurately grade appropriate general academic and domain-specific words and phrases, gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.  **6.W.1 (S):** Write arguments to support claims with clear reasons and relevant evidence.  **6.W.2 (S):** Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.  **6.W.3 a,b, c, d, e (S):** **a.** Engage and orient the reader by establishing a context and point of view and introducing a narrator and/or characters; organize an event sequence that unfolds naturally and logically. **b**. Use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or characters. **c**. Use a variety of transition words, phrases, clauses to convey sequence and signal shifts from one time frame or setting to another. **d.** Use precise words and phrases, relevant descriptive details, and sensory language to capture the action and convey experiences and events. **e.** Provide a conclusion that follows from and reflects on the narrated experiences or events.  **6.W.4 (S):** Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.  **6.W.5 (S):** With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.  **6.W.10 (S):** Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for range of discipline-specific tasks, purposes, and audiences.  **6.SL.1a,b,c,d (S):** **a.** Come to discussions prepared, having read or researched material under study, explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion. **b**. Follow rules for collegial discussions, track progress toward specific goals and deadlines, and define individual roles as needed. **c.** Pose questions that elicit elaboration and respond to others’ questions and comments with relevant observations and ideas that bring the discussion back on topic as needed. **d.** Acknowledge new information expressed by others and, when warranted, modify their own views.  **6.SL.4 (S):** Present claims and findings, sequencing ideas logically and using pertinent descriptions, facts, and details to accentuate main ideas or themes; use appropriate eye contact, adequate volume, and clear pronunciation. | **Essential Questions:**     * How has the idea of religious freedom develop over time? * How will technology change reading over time? * What is the impact of a paperless society? * How does geographical and historical setting affect society? * What is the role of heritage and culture in shaping one’s perspective in a global society? * How can an individual shape his/her community? * What does it take to change the world? * Why are people always on the move? * What are the building blocks of life? * How can one live beyond one’s time? * How does conflict produce change? * What impact did slavery play in our journey to freedom? | |
| **Skills:**   * Reading Comprehension * Textual Evidence/Analysis * Literary Elements: theme, setting, plot, characters, problem, resolution * Comparison & Contrast * Sequence of Events * Memoirs & Biographies * Argument & Claims * Various Literary Genres * Supporting Details * Author’s Point of View * Author’s Purpose * Research Projects | **Academic Vocabulary**  Journey  Freedom  Oppression  Slavery  Equal Rights  Diversity  Community  Gender  Stereotype  Futuristic  Domestic  War  Peace  Boycott  Poverty  Natural Resources | **Content Vocabulary**  Global Implications  Technology  Technological Age  Sustainability  Global Warming  Capital  Affluent  Economy  Economic Growth  Inflation  **Story Vocabulary**  **“All-American Slurp”**  Emigrated  Smugly  Systematic  Etiquette  Disgraced  Dash  Lavish(ly)  Reference  Accent  Mutter(ing)  Sultry  Rummage  Peculiar  Progress  **“Why Monkeys…”**  reflection  regally  bellowed  “**Case of the Monkeys…”**  incidents  abruptly  distress |
| **Assessment Tasks:** Foldables , Respond to Blogs, Wikis, E-pals, Power Point, Essays, Create a Class Cookbook, Book Review, Presentations, Make a How-to-Book, Graphic Organizers, Philosophical Chairs (AVID), Debates, Socratic Seminars (AVID), Learning Logs, Marking the Text (AVID), Journals, Charting the text (AVID), Art Work, Templates (AVID), Poetry Project, Tweentribune.com | | |
| **Instructional Strategies:** Introduce the Unit Big Question, Develop & Discuss Learning Targets, Teach literary elements, Teach elements of informational text, Teach characteristics of the writing process, Teach characteristics of narrative writing, Activating, Organizing, Comprehending, and Summarizing Strategies, Pre, During and After Reading Strategies   * Ettiquette * Prepare an interview with the narrator * Compare/Contrast American food, kids, dinner parties, manners to those of another culture * 2-Column notes * Language teacher: Choice board   Ettiquette Field Trip | | |
| **Resources:** Constructive Response Notebooks, Reading in Content Area (RICA) literacy strategies, Revised Bloom’s Taxonomy, Multiple Intelligences, NC EOG Testmaker, Ready Books, Crosswalk Coach  <http://www.aclu.org/crimjustice/gen/10084res20020304.html>  <http://www.queensbp.org/content_web/cultural_affairs/cultural_remonstrance07.shtml>  <http://www.harbornet.com/rights/usbor.txt>  <http://www.religioustolerance.org/amend_1.htm>  <http://usinfo.state.gov/usa/infousa/facts/democrac/47.htm>  Teaching Writing Through Differentiated Instruction With Leveled Graphic Organizers by Scholastic (writing resource)  Belle Teal by Ann M. Martin  Bloomability by Sharon Creech  Bucking the Sarge by Christopher Paul Curtis  Deliver Us From Normal by Kate Klise  Double Fudge by Judy Blume  Maniac McGee- by Jerry Spinelli  Flying Solo by Ralph Fletcher  Nothing But the Truth by Avi  The Skin I’m In by Sharon G. Flake  Slam! By Walter Dean Myers  **Suggested Texts:**  Zlata’s Diary by Zlata F.  “Why Monkeys Live in Trees”  “The Case of the Monkeys That Fell From Trees”  “All-American Slurp”  “Abuelito Who”  *Journey to Jo’Burg* (<http://teachersnetwork.org/readysettech/roytblat/roytblat.htm>)  **Additional resources for constructed response practice:**  <http://teacher.depaul.edu/Reading_Passages_NONFICTION.html>  <http://teacher.depaul.edu/Fiction_Readings.htm>  <http://mdk12.org/assessments/k_8/sample_grade6_reading.html>  **Other General Resources:**  Prentice Hall Literature: Online Textbook @ pearsonsuccessnet.com  Username: litonline\_nc  Password: welcome | | |